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ABSTRACT

This module is designed to familiarize students preparing to be special education teachers with the physical needs of the exceptional student. Information is given on how to structure an adaptive physical education program designed to meet those needs, including development of an individualized education program (IEP). The module covers such topics as: (1) general knowledge of the types of handicapped students found in a special education classroom, and the types of programs legally required for these students; (2) the general components of an adapted physical education program; (3) appropriate assessment and evaluation measures to use in planning an adapted physical education program; (4) specific activities in planning an adapted physical education program; and (5) appropriate lesson plans for a group of special education students in an adapted physical education class. Specific handicapping conditions discussed are mental learning handicaps, emotional disabilities, physical handicaps, and sensory handicaps. Skills to be learned in the adapted physical education class include locomotor skills (skipping, sliding, leaping), manipulation skills (throwing, striking, kicking), and stability skills (balancing, bending, twisting). A pre-test, sample IEP, and a 27-item bibliography are included. (CB)

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ADAPTIVE PHYSICAL EDUCATION: INSTRUCTIONAL MODULE FOR SPECIAL EDUCATION MINORS

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AACTE Grant for Small Colleges
and Teacher Preparation for
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INSTRUCTIONAL MODULE FOR SPECIAL EDUCATION MINORS DESIRING KNOWLEDGE OF ADAPTIVE PHYSICAL EDUCATION

I. AIM OF THE MODULE

The intent of this module is to familiarize the student preparing to be a general special educator with the physical needs of the special student, and how to structure an adaptive physical education program designed to meet these needs.

II. OBJECTIVES OF MODULE

After completing this instructional module, the student will be able to:

A. demonstrate general knowledge of the various types of handicapped students found in a special education classroom, and the types of programs legally required for these students.

B. discuss the general components of an adapted physical education program.

C. use appropriate assessment and evaluation measures in planning an adapted physical education program.

D. list specific activities which may be used in planning an adapted physical education program.

E. write appropriate lesson plans for a group of special education students in an adapted physical education class.

III. REQUIREMENTS

Each student completing this module will be required to:

A. complete the required readings for each component, and answer the study questions accompanying these readings.

B. select one area of an adapted physical education program to study in-depth. Observe two classes in this area of adapted physical education, read two self-selected readings about this area, and look at specialized materials available for this area.

C. use the knowledge gained in requirement B to write lesson plans for a class of special education students in this area of physical education for one week.

D. teach this unit to the class the following week.

IV. EVALUATION

All requirements of the module must be completed to the satisfaction of the college supervisor to obtain a grade of "pass" in the winter internship program.

V. MODULE OUTLINE

		Page
A.	Overview	1
	1. Pretest of topics covered in Survey of Exceptional Child	2
	2. Refer to Learning Module I for areas of weakness	2
B.	Planning for Adapted Physical Education Class	5
	1. Assessment and Evaluation	5
	2. IEP and Individualization	8
	3. Lesson Plans	9
C.	Specific Modifications by Handicapping Condition	11
	1. Mentally Handicapped	11
	2. Learning Disabled	11
	3. Emotionally Disturbed	12
	4. Physically Handicapped	13
	5. Sensory Handicapped	14
D.	Teaching Fundamental Movement	17
	1. Locomotor Skills	17
	2. Manipulation Skills	19
	3. Stability Skills	20
E.	Bibliography	22

INSTRUCTIONAL MODULE FOR SPECIAL EDUCATION MINORS DESIRING KNOWLEDGE OF ADAPTIVE PHYSICAL EDUCATION

INTRODUCTION

Until the late 18th century exceptional children were not educated at all. The best that these children could hope for was to be protected. But slowly, ideas began to change and these children were increasingly viewed as educable. Today, through recent legislation, all exceptional children are assured of appropriate educational experiences which will enable them to reach their full potential. Special educators are being asked to deal with the whole child, which means these teachers must have knowledge of both academic and physical needs. This module is an attempt to help the special education teacher with no special training in physical education provide meaningful activities in physical education for a class of special needs children.

A. PRETEST

Students beginning this learning packet are assumed to have a basic knowledge of special children gained from completing the class, "Survey of Exceptional Children." (EDP 232.) The following pretest is designed to allow the student to self-test for any areas of weakness and to strengthen these areas.

Answer the questions, and grade your test using the answer key that follows. For any questions missed, refer to the section listed beside that question in LEARNING MODULE I, entitled "Instructional Module for Physical Education Majors with Mainstreamed Handicapped Students."

True/False

1._____ Moderately mentally handicapped children can learn self-help skills and limited academic skills. MENTALLY HANDICAPPED

2._____ A nearsighted person can see objects far away, better than those which are closer. SENSORY HANDICAPPED

3._____ A common speech flow disorder is stuttering. SENSORY HANDICAPPED

4._____ Deafness which occurs after the acquisition of speech and language skills will limit communication skills more than deafness occurring since birth. SENSORY HANDICAPPED

5._____ A person in insulin shock should eat a candy bar. PHYSICALLY HANDICAPPED

6._____ The largest percentage of physically disabled children in special education programs are identified as cerebral palsied. PHYSICALLY HANDICAPPED

7._____ A flexible classroom without a firm structure will best serve the needs of an emotionally disturbed student. EMOTIONALLY DISTURBED

8._____ Emotionally disturbed children are always troublemakers in the classroom. EMOTIONALLY DISTURBED

9._____ The term mainstreaming means placing all handicapped children in the regular classroom. LEGISLATION

10._____ PL 94-142 mandates that schools must provide a free, appropriate education for every child. LEGISLATION

Multiple Choice:

11._____The majority of mentally retarded persons are:
A. moderately retarded
B. trainably retarded
C. mildly retarded
D. severely retarded
MENTALLY HANDICAPPED

12._____Mentally retarded children have a higher frequency of learning problems in the areas of memory and:
A. motivation
B. verbal communication
C. ability
D. all of the above
MENTALLY HANDICAPPED

13._____A student should <u>not</u> be classified as learning disabled when:
A. there is a marked discrepancy between IQ and achievement level.
B. the learning environment is at fault.
C. there are accompanying behavior problems.
D. their verbal performance is markedly different from their motor performance.
LEARNING DISABLED

14._____Which of the following is <u>not</u> a guideline that will help teachers in working with LD students?
A. Make learning as concrete as possible.
B. Use a variety of educational media.
C. Break down tasks into small parts.
D. Use the school's established grading system so that students do not feel different.
LEARNING DISABLED

15._____A student who has an IQ within the normal range, exhibits learning problems in academic areas, is socially immature and has visual acuity of 20/200 would probably be labeled as:
A. educable mentally handicapped
B. learning disabled
C. behavior disordered
D. visually impaired
SENSORY HANDICAPPED

16._____Many hearing-impaired people may be considered multiply handicapped because they also tend to have:
A. speech and language deficits
B. respiratory diseases
C. visual problems
D. all of the above
SENSORY HANDICAPPED

17._____The presence of this disability may explain lapses of attention.
A. cerebral palsy
B. spina bifida
C. epilepsy
D. diabetes
PHYSICALLY HANDICAPPED

18._____An IEP <u>must</u> include:
A. Present performance levels of the student.
B. A statement of how special educational services are to be provided.
C. Annual goals and short-term objectives
D. All of the above
LEGISLATION

Answer Key for Pretest

1. T	6. T	11. C	16. A
2. F	7. F	12. D	17. C
3. T	8. F	13. B	18. D
4. F	9. F	14. D	
5. T	10. T	15. D	

B. PLANNING FOR THE ADAPTED PHYSICAL EDUCATION CLASS

Readings: pp. 39-55 in Arnheim/Sinclair, "Physical Education for Special Populations."

B. 1. ASSESSMENT AND EVALUATION

To develop an appropriate physical education plan for the special student, an understanding of various means of assessment is necessary. According to Cratty,[1] there are three assessment objectives in adapted physical education: 1. to obtain a level of present status, 2. to aid in developing program objectives, and 3. to determine student progress.

There are several types of assessment available to the physical education teacher. AAHPERD lists five techniques in its "Testing for Impaired, Disabled, and Handicapped Individuals.[2] These are:

1. Informal Techniques - These will include observation, self-testing activities, discussions with others who work with the students, use of checklists, rating scales, inventories and questionnaires. An example of this would be observing a child doing a forward roll and noting skill level and problems.
2. Formal Techniques - These are objective tests which have been normed on appropriate populations. These will include perceptual motor tests, such as the Purdue Perceptual Motor Survey, tests of coordination, gross and fine motor skills, tests for physical fitness, such as the AAHPERD Youth Fitness test, and tests for various sport skills.
3. Developmental Measures - These include tests for IQ, academic achievement, social-emotional behavior, speech, perception or adaptive behavior.
4. Tests Made By Experts - These are results of assessment made by specialists which are available to the regular special education teacher.
5. Individual Records - These provide any additional information available which would be useful to the special education teacher in teaching physical education.

1. B. J. Cratty, Adapted Physical Education for Handicapped Children and Youth (Denver: Love, 1980).
2. AAHPERD, Youth Fitness Test Manual (Reston, Virginia: The Alliance, 1976).

The special educator who will be teaching a physical education class for special children would use the first two types of tests most frequently and so these will be discussed in more depth here. The remaining types of assessments would be given by another examiner with the results listed in the student's IEP.

Informal techniques are used extensively by special educators in teaching physical education, but since these measures are subjective, they present some difficulties. These techniques require the teacher to make a judgment about a student's ability to perform a certain task. The quality of this judgment is directly related to the expertise of the educator making the evaluation. It is also difficult to compare test results between evaluators because different teachers will view the same skill level in different ways. Informal or subjective techniques can be very helpful, but should not be the sole basis of evaluation.

Formal techniques are objective measures and, as such, do not rely so heavily on the skills of the examiner. Formal techniques would include standardized tests, which are also sometimes called norm-referenced tests. These tests have been normed by comparing the results of the tests of a large number of children who are similar in some ways, such as age, sex, etc. The results of these tests will often be given in percentiles. Sherrill[1] states that students scoring at, or below, the 16th percentile will need an adapted physical education program. While there are a number of assessment instruments for use with a regular physical education class, there are not as many standardized tests available for use with special children. A few special tests, however, are listed in the reading for this section, and a copy of the AAHPERD Special Fitness Test for Moderately Retarded is available in the library as an example of a standardized fitness test.

Since there are few standardized tests available for use in physical education with a special class, the teacher will often need to construct his/her own tests. A criterion-referenced test is often a good way to do this. In this test, a specific

1. C. Sherrill, Adapted Physical Education and Recreation (Dubuque, Iowa: W. C. Brown Company, 1976).

skill is tested and a criterion is established for level of performance of this skill. For example, the student will be able to balance on one foot for ten seconds. This type of testing can take place as other activity goes on, and the teacher can simplify the task if the initial task proves too difficult for the student. A copy of an evaluation sheet from the I CAN kit is included and is an example of a criterion-referenced test.

In order to select, or construct, suitable assessment measures, the teacher must first of all know what sort of skills need to be tested. According to PL 94-142, an adapted physical education class should include the following five areas:

1. Physical and Motor Proficiencies
2. Fundamental Motor Skills
3. Aquatics
4. Dance and Rhythmics
5. Individual and Group Games

Physical proficiencies include muscular strength and endurance, cardiovascular endurance and flexibility. In addition, percentage of body fat should be assessed. Motor proficiencies are balance, coordiantion, agility, power, speed and reaction time. Fundamental motor skills include locomotor skills, such as running or skipping, manipulation skill, such as throwing, or dribbling, and stability skills, such as balancing, twisting, or bending.

The first two areas are the most likely to have standardized tests available to assess them. Some of these are listed in the readings. These areas are also quite easy to test using criterion-referenced tests with each skill stated behaviorally. For example, to test the manipulation skill of catching, the teacher could use the following test item. "The child will be able to catch a playground ball five times in succession."

For the remaining three areas, there are few standardized tests. The teacher must, therefore, decide on what skills he/she wishes to emphasize in these areas. Informal assessment procedures can then be devised which test the present level

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I CAN

CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Body Parts

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
⊠ = Achieved
Ø = Not achieved

1 With assistance — Point to or move (4 of 4)
a. Head b. Trunk c. Arms d. Legs

2 Visual cue — Move through imitation (4 of 4)
a. Head b. Trunk c. Arms d. Legs

3 Verbal cue — Point to or move on request (4 of 4)
a. Head b. Trunk c. Arms d. Legs

4 Verbal cue — Point to or move on request 2 small parts of each a. Head (nose, chin, eyes) b. Trunk (hips, shoulders, seat, chest, stomach c. Arms (elbows, hands, fingers) d. Legs (knees, feet, heels, toes, ankles)

STUDENT NAME	1	2	3	4	COMMENTS (STUDENT RESPONSE)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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I CAN

CLASS PERFORMANCE SCORE SHEET

PERFORMANCE OBJECTIVE: Body Parts

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
⊠ = Achieved
Ø = Not achieved

FOCAL POINTS — **STD.**

1. a Head, b Trunk, c Arms, d Legs — 100%
2. a Head, b Trunk, c Arms, d Legs — 100%
3. a Head, b Trunk, c Arms, d Legs — 100%
4. a Head, b Trunk, c Arms, d Legs — 2 small body parts each

Primary Responses*

***PRIMARY RESPONSES**

N - Nonattending
NR - No response
UR - Unrelated response
O - Other (specify in comments)

NAME	1 a	1 b	1 c	1 d	2 a	2 b	2 c	2 d	3 a	3 b	3 c	3 d	4 a	4 b	4 c	4 d	Primary Responses*	COMMENTS
1.																		
2.																		
3.																		
4.																		
5.																		
6.																		
7.																		
8.																		
9.																		
10.																		
11.																		
12.																		
13.																		
14.																		
15.																		

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I CAN

INDIVIDUAL RECORD OF PROGRESS

BODY AWARENESS

STUDENT NAME _____

BIRTHDATE _____
month year

Levels of Student Performance	Body Parts	Body Actions	Body Planes	Shapes and Sizes	Directions in Space	Personal Space	General Space
Primary	/	/	/	/	/	/	/
Level 1	/	/	/	/	/	/	/
Level 2	/	/	/	/	/	/	/
Level 3	/	/	/	/	/	/	/
Level 4	/				/		
	mo. yr.*	mo. yr.	mo. yr.	mo. yr.	mo. yr.	mo. yr.	mo. yr.

*Record month and year in which the level of performance was attained.

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of the skill and evaluate the student's progress.

STUDY QUESTION B1: Locate and examine an IEP which includes physical education. What sort of assessment instruments were used? For what purpose?

B. 2. THE IEP AND INDIVIDUALIZATION

Readings: pp. 29-37 in Arnheim/Sinclair, "Physical Education for Special Populations."

One of the mandates of PL 94-142 is the individualized education program or IEP. While the federal law does not state how much detail should be included, it does provide some fairly rigid guidelines as to what should make up the IEP. PL 94-142 states that the IEP must include:

A. a statement of the present levels of educational performance

B. a statement of annual goals, including short-term objectives

C. a statement of the special educational services to be provided

D. the projected date for initiation and anticipated duration of such services

E. appropriate evaluation procedures and schedules for determining whether instructional objectives are being achieved.

The IEP is meant to safeguard the appropriateness of the program for an individual child, the delivery of that program and its evaluation. Only those areas requiring special services must be included. The IEP is to be reviewed annually by the IEP Committee.

IEP's will vary greatly in form and amount of detail from school district to school district, but all IEP's are written by a committee of people rather than by one individual. This committee consists of the student's teacher or teachers, a special educator, other than the child's teacher, the child's parents, an evaluation expert, the student, if this seems appropriate, and any other individuals deemed desirable by the school or parents. Together, these people write a program designed to best meet the educational needs of this individual student. A copy of a sample IEP is included to serve as an example of what an IEP might entail.

discretionary use only. May be modified and/or copied to meet LEA specific needs.

IEP From: _____

To: _____

INDIVIDUALIZED EDUCATION PROGRAM

SAMPLE IEP FORM 2: Suggested Best Practices

SAMPLE

MEETING PURPOSE

	Date
☐ Multidisciplinary Conference	
☐ IEP Meeting	
☐ Annual Review	

☐ New ☐ Continuing ☐ Change ☐ Transfer ☐ Termination

IEP PROCESS CHECKLIST

	Date
☐ Initial Referral Made	
☐ Parents Notified (Evaluation)	
☐ Parents Approval Obtained for Evaluation	
☐ Non-Academic and Academic Observations Completed	
☐ Student Evaluation (formal and informal) Completed	
☐ Parents Notified and Invited to Multidisciplinary Conference	
☐ Multidisciplinary Conference Held	
☐ Parents Informed of Rights	
☐ IEP Placement and Program Recommendations Made	
☐ Parental Permission for Placement Obtained	
☐ Parents Informed of Appeals Procedure	
☐ Parents Notified of and Invited to IEP Meeting (if separate)	
☐ IEP Meeting Held (if separate)	
☐ Program Entry Date Selected	
☐ Annual Review Date Selected	
☐ Re-evaluation Date Selected	
☐ IEP Completed	
☐ IEP Signed by Meeting Participants	

YEARLY CLASS SCHEDULE

	TIME	SUBJECT	TEACHER
FIRST SEMESTER			
SECOND SEMESTER			

IDENTIFICATION INFORMATION

STUDENT'S NAME		I.D. NUMBER

SEX	BIRTHDATE	AGE/C.A.	GRADE

MOTHER'S NAME	HOME PHONE	BUSINESS PHONE

ADDRESS

FATHER'S NAME	HOME PHONE	BUSINESS PHONE

ADDRESS

CHILD'S ADDRESS IS: ☐ Same as Mother's ☐ Same as Father's

ETHNIC GROUP	LANGUAGE OR MODE OF COMMUNICATION In the Home	Of the Child

DISTRICT OF RESIDENCE

EXCEPTIONAL CHARACTERISTICS - ELIGIBILITY	SEVERITY

PRIMARY SPECIAL EDUCATION PLACEMENT:

☐ District Program ☐ Nonpublic ☐ 14-7.02 ☐ 14-7.03a
☐ Joint Agreement Program ☐ Residential ☐ 14-7.02a ☐ 89-313
☐ Hospital Program ☐ Day ☐ 14-7.03

TRANSPORTATION HANDLED BY:

☐ District ☐ Other (specify) _____
☐ Joint Agreement _____

TRANSPORTATION TYPE:

☐ Regular
☐ Special

HEALTH INFORMATION (Report of Medical History and Current Health Status)

IMMUNIZATION IS: ☐ Complete ☐ Not Complete

* Last Vision Screening	☐ Pass	☐ Not Pass	Date:
* Last Hearing Screening	☐ Pass	☑ Not Pass	Date:
Last Medical Evaluation	☐ Pass	☐ Not Pass	Date:

* Completed at time of evaluation or within previous six months.

SIGNIFICANT FINDINGS AND CURRENT HEALTH STATUS:

Vision _____
Hearing _____
Physical _____
Medication _____
Side Effects (if any)

DOCTOR'S NAME	PHONE

A-4

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CASE STUDY EVALUATION

PRE-ASSESSMENT INFORMATION

	MAJOR CONCERNS	PERSON NOTING CONCERN	DATES
Reason for Referral			
Significant Teacher Observations (Special and Regular Teachers)			
Assessment of Learning Environment			
Significant Parental Input or Concerns			
Social Developmental Study (Adaptive Behavior and Cultural Background)			
Review of Academic History			
Significant Cumulative Folder Information			
Other Agency Involvement (Past or Present)			
Interview with Child			

SAMPLE

LIST ALL POSITIVE AND NEGATIVE FORCES AFFECTING THE STUDENT IN HOME AND SCHOOL ENVIRONMENT

SUPPORTIVE	CONSTRAINING	MOTIVATING	FRUSTRATING

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ASSESSMENT INFORMATION

EVALUATION PROCEDURES (Based on Areas of Major Concern((see page 2)

*** Types of Assessment Information**
Standardized Tests Normed/Criterion
Rating Scales
Observations Formal/informal
Interviews
Checklist
Informal Assessment

AREA	TYPES OF ASSESSMENT INFORMATION*	STANDARDIZED TEST (Name Instrument)	DATE ADMINISTERED	PERSONS RESPONSIBLE FOR EVALUATION
Math Computation				
Reasoning				
Reading Recognition				
Comprehension				
Spelling				
Prevocational/Vocational				
Speech				
Listening Comprehension				
Written Expression				
Expressive Language				
Receptive Language				
Visual Perception				
Auditory Perception				
Social/Emotional Behavior				
Gross Motor				
Fine Motor				
Self-Help Skills				
Other (Specify)				

SAMPLE

A-5

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PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (Significant Findings and Interpretations)

IDENTIFIED AREAS OF STRENGTH	LEVEL OF PERFORMANCE (attach additional pages, if necessary)	DESCRIBE PERFORMANCE (observable behavior)

IDENTIFIED PROBLEM AREA	LEVEL OF PERFORMANCE (attach additional pages, if necessary)	DESCRIBE PERFORMANCE (observable behavior)

IDENTIFIED PROBLEM AREA	LONG RANGE GOALS (2 or more years)	ANNUAL GOALS (Prioritized)

STUDENT INTERESTS

SAMPLE

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TYPE	FREQUENCY	AGENCY PROVIDING SERVICE	PERSON RESPONSIBLE	LOCATION	INITIATION DATE	ANTICIPATED DURATION	TERMINATION DATE
Special Education							
Related Services							
Extent of Participation in Regular Education Programs							

SAMPLE

6-V

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STUDENT'S NAME

Goal 1:

PERSONS RESPONSIBLE

NAME	POSITION

SHORT TERM INSTRUCTIONAL OBJECTIVES	SPECIAL MEDIA AND EQUIPMENT	CRITERIA OF SUCCESSFUL PERFORMANCE	EVALUATION PROCEDURE *	EVALUATED BY WHOM?	DATE OBJECTIVE EVALUATED

SAMPLE

A-9

29

30

* Standardized Tests – Teacher-Made Pre- or Post-Test – Textbook Test – Direct Observation of Performance – Checklist – Rating Scale

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STUDENT STATUS

- ☐ New
- ☐ Continuing
- ☐ Change
- ☐ Transfer
- ☐ Termination

MEETING PURPOSE

- ☐ Multidisciplinary Conference
- ☐ Initial IEP Meeting
- ☐ Annual Review

STUDENT'S NAME

PARTICIPANTS	PRINT NAME	SIGNATURE	POSITION
Parent(s)/Guardian			
Rep. of the Local District of Residence			
Teacher(s)			
Member of the Evaluation Team			
Child (where appropriate)			
Special Ed. Director (Designee) (☐ Yes ☐ No Designee)			
Others Involved in Evaluation			
Representative of Nonpublic School			
Interpreter			
Other			

SAMPLE

A-10

The following were explained

YES	NO	
☐	☐	☐ Multidisciplinary Conference ☐ Recommended Placement ☐ IEP Meeting
☐	☐	I/We have received a copy of my child's individualized educational program
☐	☐	I/We agree with the conference recommendations including placement
☐	☐	I/We agree to waive the ten (10) school day preplacement period (initial or change)
☐	☐	I/We agree with the proposed evaluation(s)
☐	☐	Legal rights, including the right to object to placement, were explained and offered in writing

Date *Signature of Parent(s) or Guardian*

Date *Signature of Staff Member Preparing Conference Report*

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ANNUAL REVIEW MEETING

EVALUATION OF PRESENT YEAR

EVALUATION DATA FOR DETERMINING WHETHER THE CHILD ACHIEVED THE SHORT-TERM OBJECTIVES	NAME OF PERSON EVALUATING CHILD'S ACHIEVEMENT	POSITION
1. Summary of Formative Data (if utilized) (charts or forms used to record achievement of short-term objectives)		
2. List of Summative Data (if utilized) (types of assessment information, e.g., achievement or post-tests, informal assessment, scores, dates)		
3. Perceptions of Program Effectiveness a. Parent Opinion		
b. Opinions of Those Working with the Student		

SAMPLE

REVISIONS AND RECOMMENDED CHANGES FOR THE NEXT YEAR

1. Complete/Revise Information on page 1.

For each of the following items, record the information on a blank duplicate of the noted page.

2. Present Level of Educational Performance (page 4)
3. Annual Goals (page 4)
4. Special Education (page 5)
5. Related Services (page 5)
6. Extent of Participation in Regular Education Program (page 5)
7. Short-Term Instructional Objectives (page 6)
8. IEP Participants at Annual Review (page 7)
9. Explanation of Parental Rights (page 7)

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If an adapted physical education program is necessary, this should be stated in the IEP. The least restrictive environment for the delivery of the physical education program should be established, and the student's present skill level is identified. Goals and objectives for this physical education program should also be specified.

Appropriate assessment measures are the first step in planning the IEP. While most of this testing will usually be done by an adapted physical education teacher, the special education teacher needs to be familiar with these assessment procedures. Not only will this help the special educator to interpret what is stated in the IEP, but it will also aid in identifying what sort of competencies should be taught in the adapted physical education class and the evaluation of student progress.

In teaching physical education to a class of special children, the teacher should rely heavily on the goals and objectives stated in each student's IEP. Therefore, a certain amount of individualization is necessary at all times. However, this does not mean that each student must be doing something totally different. Group and whole-class work are still quite possible while continuing to meet individual needs. For example, if the teacher would like the class to work on manipulation skills, some students may be throwing or catching a bean bag, some students may be dribbling a ball, and still others may be rolling a ball. This would serve the individual needs of the student while still allowing the class to function as a unit.

STUDY QUESTION B2: Using the IEP you examined for B1, state several of the goals and objectives listed for physical education.

B. 3. LESSON PLANS

In planning lessons for a special physical education class, the teacher must make some general plans, and also include areas of modification. Each lesson plan

should begin with a goal or objective. This is the overall purpose for the lesson. This should go along with the goals and objectives stated in the students' IEP's.

Secondly, the teacher should explain her procedure for achieving this goal. She should list everything she plans to do including demonstrations, activities, etc. Include in this section, the ways in which the students will be motivated and involved in the lesson. Also include provisions for individual needs and any modifications necessary to meet these needs.

Each lesson plan should list ways in which the teacher will determine if the students have fulfilled the objective. Evaluation can take many forms from observation to a more formal test, but some means of assessing progress should be built into the lesson plan.

The fourth item on the lesson plan should be a listing of everything the teacher will need to teach this lesson. This would include equipment, materials, special arrangements, etc.

While the teacher should have a general plan for teaching a special physical education class, it is equally important that modifications to suit the individual needs of the students are incorporated into this plan. Modifications may include changes in content, activities, learning rate, learning style or environment. The teacher must be very familiar with each student in order to design a lesson plan for the class, which will also meet the needs of each individual child.

STUDY QUESTION B3: Using the IEP you examined for B1, give an example of how you could achieve one of the objectives in physical education listed for this student.

C. SPECIFIC MODIFICATIONS BY HANDICAPPING CONDITION

C. 1. MENTALLY HANDICAPPED

Reading: pp. 205-209, Arnheim/Sinclair, "Physical Education for Special Populations."

In order to help a mentally handicapped child in the physical education class to function to his full potential, several teaching modifications should be made. These would include:

1. Sequence the tasks and take one small step at a time. Be sure to provide lots of readiness work before moving on to another step. Back up in your sequence if a child begins to falter. Provide several different learning experiences for each sequential step.
2. Use lots of drill and repetition. This should include both verbal and physical work.
3. Have the child repeat back to you what you are teaching. This helps him rehearse and attend to the lesson.
4. Provide for increased motivation.
5. Provide consistent reinforcement. Keep track of each child's progress, and give immediate feedback whenever possible.
6. Measure each child's progress by his personal growth, rather than what other children in the class are accomplishing.
7. Remember that mentally handicapped children will need more work on the fundamental motor skills, such as walking, running, balancing, etc.

STUDY QUESTION C1: Name two activities which could be used with mentally handicapped children in a physical education class.

C. 2. LEARNING DISABLED

Readings: pp. 225-231, Auxter/Pyfer, "Adapted Physical Education and Recreation."

A learning disabled child may display some of the following characteristics:

1. Hyperactivity
2. Perceptual-motor problems (visual, auditory or physical)
3. Emotional mood shifts
4. Poor coordination
5. Short attention span
6. Distractibility
7. Poor memory or thinking skills
8. Problems with speech or hearing
9. Impulsivity

In working with a learning disabled child in a physical education class, keep in mind that this child will do best in a structured program. Make an effort to reduce the stimuli surrounding the child to cut down on hyperactivity and distractibility. This might include special physical arrangements if possible. Use a multisensory approach to teaching in order to minimize the child's learning deficits. Use visual, auditory, tactile and kinesthetic activities to provide for maximum learning. Make your instructions to a learning disabled child very precise and clear. Reinforce good behavior and learning with immediate feedback. Do not reinforce poor behavior, and, as with a mentally handicapped child, make learning a series of small, sequential steps.

STUDY QUESTION C2: What three characteristics of a learning disabled child do you think would present the most problems in physical education class? Why?

C. 3. EMOTIONALLY DISTURBED

Readings: pp. 244-248, Auxter/Pyfer, "Adapted Physical Education and Recreation."

Emotionally disturbed children learn best when they are provided with clear, consistent rules. The teacher should emphasize and reinforce acceptable behavior. Reinforcement for good behavior could include tangible or social rewards. Reinforcement should be immediate and consistent. Other ideas for dealing with emotionally disturbed children in the physical education class should include:

1. Establish routines and clear limits to behavior before inappropriate behavior is displayed.
2. Try to reduce the stimuli in the classroom.
3. Focus on successes or strengths of the student and build upon these.
4. Use a variety of games and activities to help motivate these children to meet their individual needs.

STUDY QUESTION C3: What sort of routines or limits could you establish in a physical education class which might help the emotionally disturbed child function well?

C. 4. PHYSICALLY HANDICAPPED

Readings: pp. 258-276, Cratty, "Adapted Physical Education for Handicapped Children and Youth."

There are many different types of physical handicaps. Some of these would be Cerebral Palsy, Epilepsy, Spina Bifida, Diabetes, Asthma, Arthritis, Hemophilia, or Orthopedic Problems. These handicaps will place different limitations upon a child according to the handicap and its severity. Many mentally handicapped or emotionally disabled children also have some sort of physical handicap. While each disabiltiy places different limitations upon the child, there are some common actions which should be taken by the teacher when teaching physical education.

First of all, recognize your limitations. Freely use any support services available to you. This would include physicians, psychologists, physical therapists, occupational therapists, physical education specialists, and others.

Secondly, ask yourself what the child can do and build upon this. Treat the physically handicapped child as normally as possible, but make modifications when necessary. Let this child be as independent as possible. Use his strengths to bypass his weaknesses. An example of this would be the modification of a sport, such as basketball, so that it can be played by children using wheelchairs or crutches.

Finally, time should be spent working on the specific areas of weakness which each child possesses. Though the teacher will want to start with the child's strengths, this does not mean that his weaknesses are ignored. These problems, in fact, form the basis of many of the activities which will be planned for physical education, as the teacher helps each child to attain as much independence and skill as possible.

STUDY QUESTION C4: Choose a specific area of physical education. How could you modify this activity to accommodate children with physical handicaps?

C. 5. SENSORY HANDICAPPED

Readings: pp. 289-294 and pp. 311-317, Arnheim/Sinclair, "Physical Education for Special Populations."

Sensory handicapped individuals include those with speech or language problems, hearing impairments or vision deficiencies. Some children with these handicaps will not need any special sort of programming in physical education at all. This will depend largely upon the severity of the handicap.

In order to help a speech or language impaired child to work to his fullest potential in physical education, the teacher can do several fairly simple things. Use language correctly and in abundance, thereby serving as a model. Try not to correct the child's speech too much, and instead, focus on what the child is saying. Be understanding of different dialects. These are not considered speech problems, only variations.

The hearing impaired child will display different characteristics, depending upon the severity of the impairment and the time at which the impairment took place. If the disability is mild, or even if it is severe but took place after the child had already estbalished language, then speech and language may approach normalcy. Children suffering from a hearing impairment since birth, however, will also display

speech and language deficiencies. Hearing impaired children may also suffer from delayed academic and social skills due to their lack of communication skills.

In teaching the hearing impaired child in physical education, the teacher should make several modifications in order to help this student function to his highest potential.

First, the student should be placed close to the teacher, if possible. The teacher should not pace or move about, but instead, stay near the student and speak directly to the student so that any speech reading skills the student possesses can be utilized.

Secondly, depend heavily upon other modes of communication when teaching. Do not rely solely on verbal directions. Use visual aids, written instructions, demonstrations, etc., whenever possible. Encourage the child to seek clarification if he is confused.

Finally, remember that background noise makes it much harder for the hearing impaired child to hear what is important. Try to reduce the noise level whenever you can.

Students with visual impairments are not as common as students with many other disabilities, because many vision problems are correctable. However, students who do have a visual disability may also suffer from language deficiencies and poor motor skill development and will, therefore, need special treatment in the physical education class.

The teacher should rely as much as possible upon non-visual stimuli, and be sure to clarify anything that is presented visually. Encourage the child to be independent, but be ready to provide assistance when you see it is necessary. Allow the child to use whatever residual vision he has by keeping him near any demonstrations or visual presentations.

STUDY QUESTION C5: What sensory handicap would you consider to be the most debilitating in a physical education class? How would you accomodate a child suffering from this disability?

The readings given in each section give many specific ideas for planning a physical education class for a class of special children. The bibliography of this module lists additional resources in which specific lessons are detailed. A sample lesson plan for teaching physical education to the handicapped, is also included on the next page. This is only meant to serve as an example of one way to plan a special physical education class.

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I CAN PERFORMANCE OBJECTIVE: Forward Roll

OBSTACLE COURSE WITH FORWARD ROLL

Materials:

Various obstacles: chairs, boxes, steps, cones, barrels, and so on;
2 mats, 4 x 6 feet or larger

Play Groupings And Age

Small group or large group play – 5-14 years

Related Social Skills:

– Cooperates with others

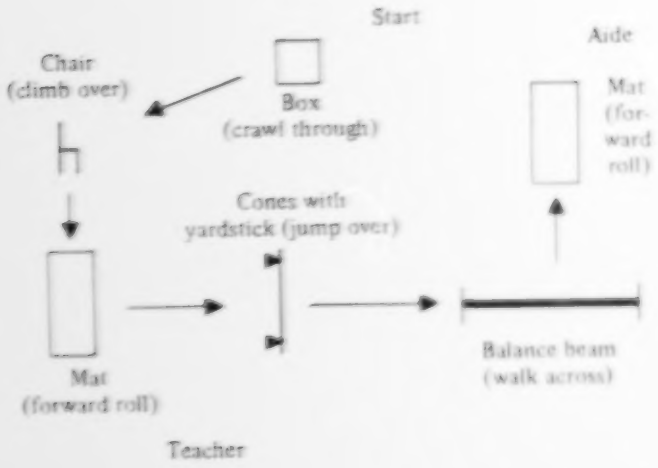
Object:

To perform a forward roll while walking through an obstacle course with other activities involved.

ORGANIZATION:

On line or in stations; students in stations start at different points of the course. Place teacher or aide at each mat.

Suggested obstacle course



DIRECTIONS:

Set up the obstacle course as desired, including 2 stations with mats for students to practice the forward roll. (See example at left.)

Have each student follow a leader through each station, slowly, to give directions as to what is to be done at each station. Teacher and aide should be positioned at mats to assist students if necessary.

Say: FOLLOW ME. CRAWL THROUGH THE BOX. CLIMB OVER THE CHAIR. DO A FORWARD ROLL ON THE MAT. JUMP OVER THE STICK. WALK ACROSS THE BALANCE BEAM. DO A FORWARD ROLL ON THE MAT.

Have the students practice.

As students are participating, assess and record results on score sheet.

TEACHING ALTERNATIVES:

1. Change obstacles according to ability of students.

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D. TEACHING FUNDAMENTAL MOVEMENT

Readings: pp. 80-100, Arnheim/Sinclair, "Physical Education for Special Populations."
pp. 514-523, Auxter/Pyfer, "Adapted Physical Education and Recreation."

Physical education classes are typically organized by using either the fundamental movement approach or the activity approach. The fundamental movement approach divides movement skills into three areas; locomotor, manipulation and stability. Handicapped children will often need more work on these fundamental movement skills, and much of the physical education program may be in this area.

D. 1. LOCOMOTOR SKILLS

Some examples of locomotor skills are walking, running, hopping, skipping, sliding, galloping, leaping and jumping. Some ideas for activities in these areas will be discussed here. For more ideas, you can examine some of the sources listed in the bibliography.

Walking. Walking depends greatly on good posture. The back should be only slightly curved with the head held directly over the shoulders. The arms should swing in opposition to the legs. Children who display difficulty with walking, such as awkward or palsied children, can practice using knee-walking on a mat. Another variation is to walk while reaching across the body and touching the opposite knee. Most activities can be modified to use knee-walking or a fast walk.

Running. In running, the arms should swing in opposition, the body should lean forward, and there should be a time when neither foot is touching the ground. Each of these skills can be practiced using movement exploration and modified games. Children should also be able to run in a straight line. This can be practiced by drawing a line on the playground upon which to run. If running upon a line proves too difficult, a lane which gets progressively narrower can be used.

Hopping. Hopping means leaving the ground and landing on the same foot. Only

one foot is used to hop. A game like hopscotch can be used to practice this skill. Patterns can also be taped on the floor and the child can follow them using hops.

Skipping. This is a very complex skill because it involves combining hopping and walking, is uneven rhythmically, and must be done well on both feet. Children who experience difficulty with walking or hopping will not be able to skip. Skipping is one of the latest tasks to be accomplished developmentally, with most girls learning to skip by age six or seven and most boys slightly later than that. The teacher can help a child learn to skip by breaking the task down into the two parts of step-hop. Watching themselves in a mirror can also help the child to learn to skip. Clapping the rhythm and skipping to music helps children practice this skill.

Sliding. This is a lateral movement which consists of a side step, and then a close step. It can be done either to the right or the left. Verbal cueing using the words, "step, together," helps the child to understand what is expected. The teacher can face the child and hold hands while practicing the slide. As skill increases, so can the tempo. Games, such as slide tag, can be used to practice this skill.

Galloping. This skill involves the same movements as sliding but done either forward or diagonally. Verbal cueing and the use of a mirror are also helpful in teaching this skill. Many of the teaching ideas listed under skipping and sliding can also be used for galloping.

Leaping. Leaping involves the same movements as running, but instead of trying to move quickly, the child tries to achieve height or distance. To help a child practice leaping, place obstacles to leap over around the gymnasium. These could be scarves, ropes, marks on the floor, etc. Larger or wider obstacles encourage leaps of greater height and distance. A game of 'Mother May I' also encourages big leaps.

Jumping. A jump is done by landing on both feet. The take-off can be with either one or both feet. Both types of take-off should be practiced. To practice a one-foot take-off, have the child walk into the jump. Jumping over an obstacle is one way to practice this. For a two-foot take-off, jumping rope or jumping on a trampoline are good ways to practice.

D. 2. MANIPULATION SKILLS

These skills include propulsion (throwing, striking, kicking) and receipt (catching). Controlling objects such as a hoop is also a manipulation skill.

Throwing. This skill involves eye-hand coordination. Teaching this skill can be begun by teaching pushing and rolling. The next step is the underhand throw and finally the overhand throw. Rolling a ball between two people, throwing a bean bag into a bucket, and playing 'Hot Potato' with a ball are ideas which can be used to practice throwing.

Striking. Striking involves hitting an object with either the hand or an implement, such as a racket. Good eye-hand and eye-implement coordination is necessary to accomplish this skill. Bright colors and large size help the child successfully strike the object. Striking a stationary object is much easier than striking a moving target. Shortening the implement also simplifies the task. Some activities to practice striking include: striking an object from a batting T, striking a balloon, hitting a newspaper ball with a racket.

Kicking. Kicking requires eye-foot coordination. Emphasis should be placed on watching the ball as it is kicked. Soccer, or a modified version of soccer, is an excellent activity to practice kicking. Kicking a ball against the wall may also be practiced for accuracy or distance. Team games which emphasize kicking can also be used. 'Boundary Ball' is an example of this in which two teams oppose each other and try to kick a ball over the opposite goal line. Using a slightly deflated ball allows for easier control.

Catching. Catching and throwing can often be practiced at the same time, but catching is a more difficult skill than throwing. Catching skills begin with catching a rolled ball and then catching a ball the child bounced himself and, finally, catching an object thrown by someone else. A larger ball is easier to catch than a smaller one, and a slower moving object easier than a faster one. Nerf balls, bean bags and balloons are all ways of reducing fear of the ball. To practice catching, the child can play catch with himself either in the air or bouncing the ball. Dodgeball, using a newspaper ball, practices both throwing and catching. Relays involving catching are easy to devise.

D. 3. STABILITY SKILLS

These skills are ones in which the child does not move from place to place. They include balancing skills and movement skills, such as bending and twisting.

Balancing. Balance refers to the ability to stay in one position without falling. A balance beam can be used to practice balance, but this should be a low beam placed directly upon the floor to instill confidence. A tape mark on the floor will often accomplish the same objectives as a balance beam. Some movements which can be performed on a balance beam include; walking forward and backward, sliding, hopping, jumping, turning, crawling, standing on one foot, etc. All of these movements can also be done on the floor, and additional activities, such as balance tag, can be attempted.

Movement Skills. Some examples of skills which can be done in one place are; bending, stretching, twisting, turning, shaking, and pulling. One way to practice lots of these skills is through a game of 'Simon Says.' 'Mother May I' is another game which could be used. A game of 'Statues' encourages a child to find a different position in which to "freeze."

STUDY QUESTION D1-3: List 2 activities, other than the ones listed above, which could be used to teach or practice one skill from each movement category to a mentally handicapped child. (A total of six activities required.)

SUMMARY

This module has attempted to provide background information on the teaching of physical education to the special child. The special educator, especially one with little or no background in physical education, will need to do further reading and study in specific areas of physical education in order to competently teach physical education to a class of special children.

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